

Response to Intervention in Primary Grade Reading
SYSTEMATIC SKILL INSTRUCTION
Professional Development Lesson

Materials Needed	Materials: Parking Lot, pencil boxes, pencils, self-stick notes, highlighters, markers, chart paper, chips/markers for BINGO cards, and music of choice.
------------------	--

Classroom Connections are items or activities that can be immediately implemented in classrooms and are noted by CC*

This training module is based on the practice recommendations from Doing What Works for Response to Intervention in Primary Grade Reading and the Montana Office of Public Instruction. A summary of the research evidence for successful RtI reading implementation have been merged into four recommended practices: Universal Screening, Progress Monitoring and Differentiating, Systemic Skill Instruction, and RtI Implementation. This module will explore each of these practices through various multimedia and activities.

Systemic Skill Instruction

<i>Step</i>	<i>Description (Specific)</i>	<i>Time (Minutes)</i>	<i>Target Audience (All, Educational Leaders, Teachers)</i>
Introduce the Recommended Practice	Use slides #1-2 to introduce the day's agenda and housekeeping. Review the agenda for the day, point out the parking lot for questions, go over participant materials, and introduce the signal that will be used to bring the group back together following a discussion. Go over group norms then introduce the practice recommendation "Systematic Skill Instruction".	2 min.	All
Explore Visual Diagram	Use slide #3-4 and handout #2, RtI Framework in Primary Grade Reading Visual Diagram to explore the module. Have participants discuss the components of the diagram and the recommended practices within this professional development module	3 min.	All
Link to research	Use slide #5 to link the module to research. Presenters may show a copy of the IES Guide <i>Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades</i> . Use slides #6-7 to share the module organization (practice summary, learn what	3 min.	All

	works, see how it works, and do what works)		
View Media: <i>Systematic Teaching in Tiers 2 and 3</i> (6:05 min.)	Use slides #8-9 and the media clip to introduce strategies for intensifying instruction. Partners will share strategies to intensify instruction they currently use as well as those shared in the media clip.	11 min.	All
Review: Key Concepts	Use slides #10-11 to review the key concepts for this practice recommendation.	3 min.	All
Compare and Contrast View Media: <i>Tier 2 Instructional Programs</i> (5:54 min.)	Use slide #12, the media clip, and handout #3 to compare and contrast Tier 2 and Tier 3 instruction. Participants will share ideas with a partner.	8 min.	All
View Media: <i>Intensive Tier 3 Instruction</i> (4:08 min.)	Use slide #13 and media clip to explore intensive Tier 3 instruction.	5 min.	All
View Media: <i>Implementing Reading Interventions</i> (5:27 min.)	Use slide #14 and media clip to describe reading interventions that are Tier 2 small group daily interventions that are provided in addition to classroom instruction.	6 min.	All
Jigsaw Activity	Use slide #15 and handout #4 to complete a jigsaw activity that digs deeper into classroom reading instruction that supports struggling readers.	15 min.	All
Introduce “See How it Works” View Media: <i>Modeling Initial Sounds in Tier 3</i> (5:57 min.)	Use slides #16-17, media clip, and handout #5 to share an example of a school engaging in Tier 2 and Tier 3 instruction. Partners will review and reflect about the handout.	11 min.	All
View Media: <i>Thinkaloud Examples and Comprehension and Phonics</i> (4:31 min.)	Use slide #18, the media clip, and handout #6 to provide more information on the thinkaloud strategy. Partners will review and reflect on the contents of the handout while regarding the information shared in the media clip.	10 min.	All
Assess	Use slide #19 and handout #7 to conduct a review of core programs.	30 min.	All
Wrap up	Use slide #20 and the wrap up activity to conclude this section of the professional development module. Participants will work in small groups.	15 min.	All
Introduce “Do What Works”	Use slides #21-36, identified handouts and media in presenter’s notes for specific implementation within this practice recommendation, Systematic Skill Instruction. Each idea of “Do What Works” varies in terms of the audience: leadership, instructional coach, grade level teams, etc.	Varies	Leadership
Share Research Evidence	Use slides #37-39 to share research evidence for this practice recommendation.	4 min.	All

